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ABSTRACT

Intended to improve career guidance services on the secondary level, this operations manual was developed primarily by school counselors to assist other counselors in the planning, implementation, and evaluation of career guidance, counseling, and placement objectives in Maryland's school system. Contents are divided into the following three sections: planning, implementation, and special needs and programs. The section on planning suggests a framework for the development of a career guidance program by establishing goals, identifying needs, developing objectives and strategies, and evaluating the plan. This section also includes a reference list. The implementation section presents a format for stating outcomes, for listing resources for achieving them, and for evaluating the extent to which they have been achieved. A sample career plan designed to record student data is also included in this section. The final section on special needs and programs consists of a series of papers written to help counselors understand the needs of special populations and understand the issues related to meeting these needs. A bibliography of career guidance resources concludes the manual. (BM)

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CAREER GUIDANCE MANUAL

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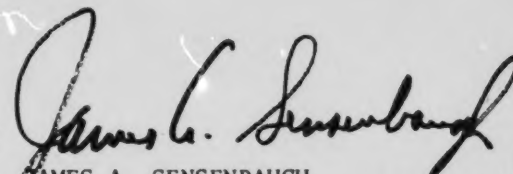
FOREWORD

This *Career Guidance Manual* is visible evidence of the Maryland State Department of Education's commitment to strengthened career guidance for the students in this State. It will complement and extend the career guidance projects and activities that have been implemented in conjunction with the *Maryland Five-Year Plan for Career Education*.

The completed manual represents a major cooperative effort. The manual itself has been developed by counselors who have been involved in innovative, comprehensive school guidance programs. Its content has been analyzed and critiqued by school and central office personnel who are committed to strengthening the career goals of our total educational programs. The need for the manual has been established through the work and study of interested organizations such as the Maryland Advisory Council for Vocational Education.

It would be unrealistic to expect that the distribution of this document will overcome the backlog of needs for career guidance. However, the manual can become a major tool for meeting these needs if supervisory personnel conduct training in its use; if counselors incorporate its contents into their plans and programs; and if school administrators support its use.

You have the support and best wishes of this Department as you use this manual and your professional skills in helping the young people of Maryland prepare for their life career.



JAMES A. SENSENBAUGH
State Superintendent of Schools

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ACKNOWLEDGEMENTS

This *Career Guidance Manual* has been developed and strengthened by the involvement of many people.

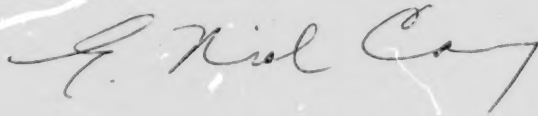
The content of the manual was organized and written by the Maryland Career Guidance Committee composed of Mary K. Albright, Bel Alton Middle School; Nannell Grube, Anne Arundel County Schools; Thelma Hill, Largo High School; James Robinson, Calvert Middle Schools; and Arnold Shadrick, Lackey High School. Virginia Rellihen of Chopticon High School chaired the Committee.

The outline of the manual and its introduction section were reviewed by the members of the Maryland State Department of Education's Pupil Services Section, the Executive Staff of the Division of Vocational-Technical Education, and by local supervisory personnel including Martin Reid and Lola Parks of Calvert County, Gerald Davis and Robert Pender of Charles County, Wilbur Dohman and James McCleaf of St. Mary's County, and Lee Bowen and Ed Cassidy of Prince George's County.

Major funding for the manual was provided by the Division of Vocational-Technical Education, Maryland State Department of Education. Additional funding and consultation services were provided by the National Career Guidance, Counseling, and Placement Project operated by the University of

Missouri, at Columbia. Dr. Norm Gysbers, Brian Jones, and C. D. Johnson served as consultants to the manual committee.

The participants in Career Guidance Institutes A, B, C, and D; local supervisors and coordinators of Career Education, Guidance and Vocational Education; and the Division of Instruction Council evaluated the draft manual and made suggestions for its modification and improvement.

A handwritten signature in cursive script, reading "E. Niel Carey".

E. Niel Carey
Specialist in Vocational Guidance
Chairman, Career Education Task Force

CAREER GUIDANCE, COUNSELING, AND PLACEMENT:

AN OPERATIONS MANUAL FOR CCOUNSELORS

INTRODUCTION

This manual has been developed as one way of helping counselors in Maryland carry out their responsibilities for career guidance. While the manual aids the planning, implementation, and evaluation of career guidance objectives, its specific purpose is to improve career planning, counseling, and placement assistance available to students in Maryland's schools. Users of the manual should be aware of the definitions of career guidance and vocational guidance.

Career guidance is a systematic process for facilitating the career development of all students by assisting them in:

1. Identifying and assessing their own career-related abilities, talents, values, and interests;
2. Learning the range of educational and vocational options available to them;
3. Developing and using career planning and decision-making skills; and
4. Acquiring attitudes and skills necessary for effective career changes and transitions.

Within this broad definition of career guidance, specific vocational guidance services must be provided for students enrolled in vocational education programs. These services are specified in the applicable federal vocational education laws and regulations and include:

1. Identification and encouragement of enrollment of individuals needing vocational education.
2. Provision of information necessary for such individuals to make meaningful and informed occupational choices.
3. Assistance to individuals pursuing a program of vocational instruction.
4. Aid to individuals in vocational placement.
5. Administration of follow-up procedures to determine the effectiveness of vocational programs.

The need for stronger, more effective career guidance, counseling, and placement programs has been indicated by several studies in Maryland and other states:

- A study by American College Testing Corporation (ACT) found that about 85 percent of the high school students across the country wanted assistance with career planning, while less than 25 percent were satisfied with the assistance that they received.
- Approximately 80 percent of Maryland's secondary students want assistance with educational or career planning.
- The Maryland State Department of Education Follow-up Study indicated that 20 to 30 percent of the State's high school graduates of 1972 and 1973 still lacked job or higher education placement three to six months after graduation.

- The State study also indicated that approximately 20 percent of the high school graduates would like to return to their high schools for post-graduation guidance services, especially assistance with job placement. Approximately twice as many girls as boys indicated an interest in receiving job placement assistance.

Both the Maryland and the National Advisory Councils on Vocational-Technical Education have conducted studies of guidance programs and have recommended strengthening of the career guidance objectives and activities within those programs. This view is supported by personnel of the Maryland State Department of Education who have made specific provisions for expanding such programs:

- One of the major objectives of the Maryland State Department of Education Five Year Plan for Career Education mandates student "access to career guidance programs appropriate to their needs."
- Meeting the career development needs of students is one of the major program thrusts of the Pupil Services Section of the Division of Instruction.
- The State Plan for Vocational-Technical Education contains provisions for strengthening vocational guidance.

The guidance program of a given school is the responsibility of that total school. School personnel (teachers, counselors, administrators), must establish, with the advice and involvement of students, parents, and community representatives, the guidance policies of the school. The management and coordination of the guidance program which is planned to implement those policies is the responsibility of the school's counselors. This manual has been developed primarily by school counselors to assist other

counselors to plan, implement, and evaluate career guidance, counseling, and placement objectives or elements of total guidance and pupil services programs in Maryland's school systems. While the manual is designed primarily for counselors, others interested or involved with career guidance programs will also find this document of considerable interest and value. This manual will also assist counselors in carrying out their responsibilities for providing the vocational guidance services which are spelled out in Public Law 90-576 (The Vocational Amendments of 1968) and the State Plan for Vocational Education.

The nucleus of this manual is a set of student goals which relate directly to the career needs of students and provide visibility and accountability to career guidance objectives and activities. Local school personnel should use data describing their students' needs to convert these goals into specific, measurable objectives. While the focus of this manual is the secondary school, it fits best into a philosophical or operational framework which assumes that career development is a process which begins in early childhood and continues indefinitely. The goals delineated in this manual can best be accomplished if the students entering secondary school have experiences, skills, and knowledge from an elementary school guidance and career education program, planned and implemented through the cooperative efforts of counselors, teachers, administrators, parents, and community representatives. Though secondary schools may be the primary users of this manual, portions of the programs and services described here can be made available to the school-community, including out-of-school youth; adults involved in career choice, training, or adult education; and parents.

The major source of funds for this project came from Table III of the Maryland State Plan for Vocational-Technical Education, 1975, under the provisions of Part B of the Vocational Educational Amendments of 1968. Supplementary assistance for the project was also provided by the National Project on Career Guidance, Counseling, and Placement, University of Missouri, Columbia, Missouri.

- The Maryland State Plan for Vocational-Technical Education for FY 1975 provides for the development of a vocational guidance system and counselor's manual which will:

1. inform and assist students in making realistic vocational program selections;
2. provide supportive counseling and guidance during the training cycle;
3. assist and provide services for initial job placement; and
4. incorporate and develop a procedure for short and long range follow-up.

PLANNING FOR CAREER GUIDANCE

At a time when it is easy to find advocates on any side of a given question, there are very few informed people who will argue against the need for school or school-system guidance plans which have identifiable career guidance objectives. Planning for career guidance is necessitated by student needs, by the accountability environment which permeates the education process, and by the conflicting demands placed on guidance personnel.

At the same time, there are few, if any, who would question counselors' basic responsibility for managing their schools' career guidance plans. While this responsibility is clear, counselors cannot conduct entire career guidance programs themselves. Counselors must identify and work with students, the total school staff and curriculum as well as community resources and personnel in implementing career guidance objectives.

Even with general agreement on the need for a career guidance plan in each school and counselors' responsibility for managing the implementation of those plans, several questions remain to be answered:

Who will be involved in the development of the plans?

What data will be used in developing the plans?

What elements will the plans include?

Who will evaluate the effectiveness of the plans?

Establishing or Identifying Career Guidance Goals

Career guidance goals for a school may be identified from a number of sources. These sources could include State policies, plans, and regulations such as Maryland's *Five Year Plan for Career Education*, pupil services program statements, the *State Plan for Vocational Education* (annual and long range), and *Graduation Requirements for Public High Schools in Maryland*. Similar plans, policies, and regulations from local school systems should be carefully analyzed as an important resource of this goal-identification process.

Goal statements may also be established on the basis of the identified needs of those who will be served by the program. In some cases these needs have been identified through existing studies such as the State dropout study and the annual statewide follow-up study. On the other hand, needs may be identified by ongoing needs assessment processes.

The process of identifying and establishing career guidance goals enables individuals involved in planning for career guidance to identify the policies or regulations which provide for the program, to identify the needs toward which the program is directed, and to propose a philosophical foundation on which a procedure for meeting those needs may be built.

Identifying the Needs for Career Guidance

A needs assessment process delineates a desired status or goal.

It also defines the situation that exists. The need then, is the difference or "gap" between the status quo and status desired. Identified needs should become the major bases for program initiation and design. However, data from any needs assessment process must be carefully and critically analyzed to prevent misinterpretation.

Many schools and school systems in Maryland have used a variety of needs assessment techniques and procedures including locally and commercially developed instruments. Two needs assessment instruments have been developed and tested extensively in the State. They include an instrument developed at Frostburg State College, in conjunction with the Western Maryland Career Education Project, and an instrument developed as a part of the model career guidance program operated cooperatively by the University of Maryland, the Division of Instruction Pupil Services Section, and local school systems. A more complete treatment of the needs assessment process may be found in "Planning, Developing, and Field-testing Career Guidance Programs" by G. B. Jones and others.

Developing Career Guidance Objectives and Strategies

Translating career guidance needs into objectives and strategies is an important facet of any career guidance plan. While it is important to have a system and a uniform format for writing objectives and strategies, it is not the purpose of this manual to specify such a system or format. Local schools and school systems may already have acceptable, standardized formats. Usually, career guidance objectives include an indication of a required performance in relation to skill, knowledge, or attitude; the conditions under which an individual will be required to perform this skill; and the evidence

that will be required to prove that performance. Several "banks" of objectives, such as the listing by AIR and by the National Assessment of Education Project, have been developed and may be used to supplement locally developed objectives.

After program objectives have been selected, appropriate strategies or procedures must be developed which will assure achievement of the objectives. Every effort should be made to seek new strategies and procedures that may be even more effective than those which have succeeded in the past. Our professional responsibility for researching and testing new procedures, for communicating information about our results to our colleagues, and for keeping abreast of new developments pays rich rewards by permitting quick judgments about effective strategies and procedures for specific objectives.

Evaluating the Career Guidance Plan

In considering evaluation, two axioms should be given paramount consideration. The first is that no plan is complete without a procedure for its evaluation. The second is that the time to design the evaluation of a given plan or program is usually at the very time that the plan or program is itself being designed. In addition to these major principles, several additional factors should be taken into consideration when the evaluation of the career guidance plan is undertaken. For example, if the plan is to be evaluated effectively, the outcomes of the program must be clearly spelled out. Second, a clear description of the process used to achieve the outcomes must be provided. Finally, it is important to identify extraneous forces or circumstances which may inadvertently appear in the plan and have a positive or negative effect on its processes or the outcomes.

The evaluation design, which becomes an integral part of a career guidance plan, substantiates the extent to which the plan's objectives are being met and the plan's strategies accomplished. The evaluative data then provides valuable information about needed modifications or adjustments to the plan.

Summary

This section of the *Career Guidance Manual* suggests a framework for the development of a career guidance plan for schools. The suggested procedure includes the identification of the needs for career guidance, the identification of objectives and strategies for meeting those needs, and a process for determining the extent to which those needs have been met. Many people have found the following references especially helpful in planning for effective career guidance:

Dunn, James K., et al. *Career Education: A Curriculum Design and Instructional Objectives Catalogues*. Palo Alto, California: American Institutes for Research, 1973.

Herr, E. L., and Cramer, S. H. *Vocational Guidance and Career Development in the Schools: Toward A Systems Approach*. Boston: Houghton Mifflin Company, 1972.

Gysbers, N. C. and Moore, E. J., Editors. *Career Guidance Counseling and Placement: Elements of an Illustrative Program Guide*. Columbia, Missouri: University of Missouri, 1974.

Jones, G. Brian, et al., *Planning, Developing, and Field-testing Career Guidance Programs*. Palo Alto, California: American Institutes for Research, 1972.

CAREER GUIDANCE: STUDENTS' OUTCOME GOALS

Those who plan career guidance programs should always anticipate the questions: "What are the expected outcomes of this program?" "How will students be different as a result of their participation in this program?" and "What benefits will result from the implementation of this plan?" This section of the *Career Guidance Manual* presents a format for stating outcomes, for listing resources for achieving them, and for evaluating the extent to which they have been achieved. While the goal statements include those that are generally accepted and needed, they are not all-inclusive, nor are they permanently established. These goals may be changed to reflect local needs and local programs.

An outline of the goals and outcomes found in this section follows.

As a result of the career guidance program, students will:

1. Develop a knowledge of their possible career options.
 - 1.1 Students will know their interests and abilities.
 - 1.2 Students will improve decision-making skills.
 - 1.3 Students will know the range of career options, including educational and occupational opportunities, available to them.

1.4 Students will know the factors related to success in careers of their choice.

2. Develop a career plan.

2.1 Students will develop, prior to graduation or school-leaving, individual career plans.

2.2 Students will review their career plans.

3. Demonstrate implementation of their career plans.

3.1 Students, using the best placement resources available, will secure placement in appropriate educational programs, employment, higher education, or training.

3.2 Students will be knowledgeable of services available from schools and other community agencies which may help them to keep their career plans current and viable.

3.3 Students will participate in the various processes associated with follow-up studies, and they will understand the relationship of follow-up studies to the total educational program.

The following are sample goals
and outcomes for Career Guidance Programs.

Rationale: Secondary school students are constantly faced with job and career decisions. Many secondary school students are not aware that jobs and careers are, in part, based upon one's interests and abilities. It is important that all students be given an opportunity to evaluate and compare their own personal characteristics as they relate to job characteristics.

Students' aspirations may not always be realistic because of their limited experience; therefore, it is important that such students possess a knowledge of their potentials. There are many kinds of career related attributes, such as physical traits and personal aptitudes which need to be explored systematically in order to develop a complete self-concept.

As a result of their career guidance programs students will:

1. Assess themselves in relation to possible career options.
 - 1.1 Students will know their interests and abilities.

OUTCOME

ACTIVITY

1.11

Students in the 6th and 7th grades will a) identify their interests, abilities, achievements, physical attributes, feelings, and priorities; and b) evaluate the relationship of these qualities to career opportunities.

Students will have their previous test scores interpreted in groups or on individual bases. Some of the standardized tests that might be used are:
 Criterion Reference Tests
 Cognitive Abilities Test
 Iowa Test of Basic Skills
 Lorge Thorndike Intelligence Tests
 California Achievement Tests
 G.A.T.B. - N.A.T.B.
 A.S.V.A.B.
 D.A.T.

1.12

Students in the 6th and 7th grades will be able to identify effective ways of communicating with peers, parents, teachers, and future employers.

Using commercial or teacher-made materials, students will view and discuss open-ended situations. Students will participate in simulations showing effective communications and evaluate them using trained student observers.

EVALUATION

_____ % of the 6th and 7th grade students will be able to summarize their interests, abilities, physical attributes, feelings, and priorities in relation to career opportunities.

_____ % of the 6th and 7th grade students will be able to list effective ways of communicating with peers, parents, adults, and future employers.

RESOURCES

Discovering Your Personality -
 Guidance Associates
 Criterion Reference Tests
 Cognitive Abilities Tests
 Iowa Test of Basic Skills
 Large Thorndike Intelligence Tests
 California Achievement Test
 (G.A.T.B. - N.A.T.B.)
 Armed Services Vocational
 Aptitude Battery (ASVAB)
 (D.A.T.)
 Ohio Vocational Interest Survey -
 Harcourt Brace, etc.
Why Am I Afraid To Tell You Who I Am?
 Argus

Careers: Exploration and Decision
 Prentice Hall

Me and Jobs
 Educational Designs, Inc.

Cruel Cruel World
 Pennant Educational Materials

OUTCOME

ACTIVITY

1.13

Students in the 8th and 9th grades will demonstrate a) their knowledge of their interests, abilities, achievement, physical attributes, feelings, and priorities; and b) the relationship of these qualities to their possible career choices.

In a small group and/or classroom setting students will name one or more possible career choices and explain the relationship of their personal characteristics to that career choice.

1.14

Students in the 8th and 9th grade will demonstrate effective ways of communicating in their school, home, and future work environments.

Students will video tape and critique situations involving effective communications skills.

1.15

Students in the 10th through 12th grades will be able to apply their knowledge of themselves to their tentative career choices.

Students will reevaluate themselves in terms of interests, abilities, and physical attributes, write a summary of their knowledge of themselves, and enter the information in their career plans.

EVALUATION

_____ % of the 8th and 9th grade students will select one career and show how their attributes, etc., meet the requirements of that career.

_____ % of students will be able to cite appropriate communication skills for a given situation.

_____ % of students will submit an approved resume for inclusion in their career folder.

RESOURCES

Adolescent Values
Guidance Associates

Values Clarification: A Handbook of Practical Strategies - Sid Simon

S.M.I.S. (Southern Maryland Information System)

Gust Picture Interest Inventory

JOB - O
Kuder Preference Record
SRA
I.C.E.

Career Centers

Peer Counseling Curriculum
Barbara Varenhorst

Adolescent Conflicts
Guidance Associates

Rationale: Individuals need to be competent in decision-making skills and to assimilate these skills into their career planning. Students must understand the process and methods used in making decisions, and the external and internal factors affecting choices. They then must be able to evaluate the outcomes of those decisions in terms of their own needs and values.

As a result of their career guidance programs students will:

1. Assess themselves in relation to possible career options.
- 1.2 Students will increase competency in decision-making skills.

OUTCOME

ACTIVITY

1.21

6th through 8th grade students will know the steps involved in the decision-making process.

Students will be taught the steps in the decision-making process based on the following suggested outline:

- (1) state the decision to be made
- (2) gather information
- (3) evaluate the sources of information
- (4) evaluate the information in terms of accuracy
- (5) list alternatives
- (6) state the outcomes of each alternative
- (7) state the probability of occurrence of each alternative
- (8) clarify values
- (9) determine goals
- (10) state the desirability of each alternative in terms of their values and goals
- (11) consider each alternative in light of the information gathered and the desired outcome
- (12) list and evaluate decision-making strategies
- (13) make the "best" decision

1.22

6th through 8th grade students will be able to apply the decision-making process to hypothetical or real life situations.

Students will practice and evaluate given decisions in hypothetical situations using commercial and/or locally developed decision-making material. Students decide on tentative career areas to be explored.

EVALUATION

 % of the students will identify 10 of the key steps involved in decision-making given a hypothetical decision-making situation.

RESOURCES

Deciding (Jr. High)
CEEB

Decisions - SRA

 % of the students will be able to evaluate a given decision by applying the decision-making process.

Careers - Milton Bradley

The Valuing Approach to Career Education - Walter Whelan

Speakers from business and industry

OUTCOME

ACTIVITY

1.23

8th and 9th grade students will demonstrate a knowledge of the decision-making process.

Students will review and expand the decision-making process learned at the previous level.

Students will keep a daily "Decision Log," evaluate, share, and critique the decision made using steps in the model.

1.24

8th and 9th grade students will be able to apply the decision-making process to personal decisions.

Students will enumerate decisions from their own experience and evaluate them in terms of importance and their ability to exercise control over the decisions made.

Students will practice and evaluate given decisions in hypothetical situations using commercial and/or locally developed materials.

Students in small groups or in classroom setting will role play people who make decisions (i.e., parents, principals, employers.)

1.25

8th and 9th grade students will be able to apply the decision-making process to tentative career choices.

Students will explore and choose career areas for further study. Students will evaluate, discuss, and make tentative selections from their high school courses of study through group interaction with peers, senior high school or college students, counselors, and teachers.

EVALUATION

 % of the students will make a decision about given situations and use the decision-making process to justify their decisions.

 % of the students will describe either orally or in writing, an important personal decision and evaluate it by applying the decision-making process.

 % of the students will list two tentative career choices and state three decisions made to arrive at those choices.

RESOURCES

Getting It Together
Pennant Educational Materials

ACT Career Planning Program
Houghton Mifflin

Assessment of Career Development -
ACD - Houghton Mifflin

Time of Your Life
Anna Miller Tiedman
Northern Illinois University
DeKalb, Illinois

Speakers:
NAB - National Alliance of
Businessmen

Junior Chamber of Commerce

High School courses of study

Texas Group Guidance Program
Houston, Texas

Decisions & Outcomes
(Sr. High) CEEB

Career Planning Program
Houghton Mifflin

OUTCOME

1.26
10th through 12th grade
students will demonstrate
assimilation of the
decision-making process by
applying it to career choices.

ACTIVITY

Students will discuss, compare, contrast, evaluate their career choices with teachers, counselors, parents, peers, and/or representatives of industry, then make career choices in relation to self-knowledge and real world awareness.

Students will practice their choices through simulated on-the-job situations and then discuss, compare, contrast and evaluate their attitudes and behaviors.

Students will share formally and informally their job experiences, and evaluate the decisions made from both the viewpoint of employees and management.

EVALUATION

_____ % of the students have a list of three career related decisions which they can analyze upon request either in writing or orally. (Analysis will include consideration of self knowledge and goals as applied to sociological, economic, and technological factors.)

_____ % of the students constructively participate in small group seminars as determined by the group leader.

RESOURCES

Deciding for Myself
Pennant

Program for Effective Personal Problem Solving - by AIR

Choices
Pennant Educational Materials

V.E.G.

Life Career Development System
Gary Walz

Rationale: Sound decisions cannot be made without adequate knowledge. School programs should enable students to acquire knowledge necessary to understand their worlds and to respond with intelligence, maturity, and a sense of responsibility.

As a result of their career guidance programs students will:

1. Assess themselves in relation to possible career options.

1.3 Students will know of the range of careers and educational options available to them including vocational-technical programs.

OUTCOME

ACTIVITY

1.31

6th through 8th grade students will know a variety of sources of career information.

Individual and group counseling.

Counselor teams will prepare learning activity packets to acquaint students with 15 occupational clusters.

1.32

6th through 8th grade students will know which occupations are in the same cluster and the major characteristics of each.

Different career clusters will be emphasized periodically.

Career Fair

An annual career week will be planned and implemented by the total school community. 8th grade social studies teachers will use MSDE TV film series *Careers Calling* to familiarize students with career clusters. Appropriate worksheets and follow-up will be completed in classrooms.

1.33

9th and 10th grade students will know the major characteristics of many clusters and understand the difference in responsibilities within clusters.

Teacher/counselor teams will plan career oriented mini courses related to specific subject areas. (Example, English teachers using *Career World*)

EVALUATION

____ % of the students will be able to list 10 sources of career information.

____ % of the students at the end of grade eight will be able to list the 15 clusters, identify three occupations in each and name one characteristic of each occupation.

____ % of 10th grade students will be able to describe a career ladder within a cluster in at least three different occupations. (Example, stock clerk, sales manager.)

RESOURCES

Career and Occupational Development Objectives - National Assessment of Educational Progress

Dictionary of Occupational Titles (DOT) U. S. Department of Labor

I'd Rather Be Me

Occupational Outlook Quarterly
U. S. Department of Labor

Emphasis

Occupational Outlook Hand Book
U. S. Department of Labor

Career World (Teacher Guide)

MSDE, T.V. Series - *Calling Careers*

Vocational Biographies

Chronicle Guidance File
Chronicle Guidance Associates
Occupational View Deck
Chronicle Guidance Associates

OUTCOME

ACTIVITY

1.34

11th and 12th grade students will know relative income levels for common occupations and understand fringe benefits.

Counselors will advertise available information and opportunities through local school P.R. media.

1.35

11th and 12th grade students will know that occupations influence life styles.

Through English classes, students will be introduced to S.M.I.S., and scheduled to practice with the system for information seeking, as needed.

1.36

6th through 8th grade students will know that some occupations require more education or training than others.

Each student in studying a cluster will list educational requirements of occupations of most interest.

1.37

8th through 11th grade students will know State graduation requirements, local course offerings, and prerequisites.

Counselor/teacher teams will distribute program of studies.

Slide-tape presentations of club class activities will be shown.

Peer group counseling will be conducted.

1.38

6th through 8th grade students will be familiar with vocational technical offerings.

Students will assess S.M.I.S. vocational offerings.

School tours will be conducted for incoming students participating in approved pre-vocational programs.

EVALUATION

_____ % of students will be able to approximate incomes of five common occupations.

_____ % of 12th grade students will be able to tell how occupations influence lifestyles.

_____ % of 8th grade students will be able to sort in sequence from least education to most education required by 10 common jobs.

_____ % of students will be able to cite courses needed for graduation when asked.

_____ % of 8th grade students will be able to identify courses taught at vocational technical centers.

RESOURCES

Career World - Curriculum Innovations
S.M.I.S. (C.V.I.S.)

Occupational worksheets - Charles
County Community College

Careers - Largo, Florida

Mobile Vocational Evaluation Units

Occupational Outlook Handbook
U. S. Department of Labor

Dictionary of Occupational Titles
U. S. Department of Labor

Life Career Development System
Walz

M.S.D.E. Graduation Requirements

School system course, grades, or
program of studies (refer to LEA
curriculum guides available
through the M.S.D.E. Media Center)

*How to Graduate From A Maryland
High School* - M.S.D.E.

Slide-tape or pamphlets prepared
by local boards of education

Filmstrips (made by St. Mary's
County Technical Center) or similar
audiovisual presentations

OUTCOME

1.39

9th and 10th grade students will know the vocational technical offerings and prerequisites for each.

1.310

6th through 8th grade students will be aware of the relationships between current school work and future education courses and work.

1.311

9th and 10th grade students will know the educational requirements for a wide range of occupations.

1.312

9th through 12th grade students will know the relative level of education required for entry into jobs.

1.313

9th through 12th grade students will know appropriate courses of study and class selection in relation to education and career preference.

ACTIVITY

Teacher/counselor teams will show filmstrip presentations during career units.

Technical center counselors will arrange tours for interested students.

Exploratory programs will be offered giving students opportunities to sample two or three areas.

Students will also have opportunities to visit specific areas for conferences prior to registration

Through classroom activities, students will be able to relate what they have learned about career clusters. They will know G.P.A. needed for post-secondary education and employer expectations.

Using classroom activities students will complete activities such as JOB-0 or occupational worksheets.

Students will complete S.M.I.S. Occupational Sheet #7.

Students will analyze want ads.

Students will engage in independent research.

Counselors will coordinate course selection and registration by meeting with students in a classroom setting.

EVALUATION

_____ % of students will be able to explain areas in which they are enrolling.

_____ % of students will be able to list at least one way in which each school subject may help them in future activities.

_____ % of students will complete some organized form of career exploration.

_____ % of students will be able to match either in oral or written form a list of jobs with the relative levels of education required.

RESOURCES

Vocational Education Follow-up
M.S.D.E.

Box Score
Chronicle Guidance Publications, Inc.

The National Guidance Handbook
SRA, Chicago, Illinois

Career Cluster Inventory
C.E.I.

Military, College, Business
Recruiters

College Admissions Officers

JOB-O

OUTCOME

ACTIVITY

1.314

9th and 10th grade students will know the general requirements for admission to college and other post secondary institutions.

Counselors will provide opportunities for representatives of post secondary institutions to meet with interested students. Students will be encouraged to participate in tours and college fairs.

Career counseling centers will provide access to information regarding post secondary institutions, financial aid, admissions, and requirements.

1.315

11th and 12th grade students will know the specific non-academic requirements for various occupations (union membership, licensing, military training, etc.)

Speakers from local licensure agencies and unions will be available to speak to students or classes. Information is available in learning packets in career counseling center.

1.316

11th and 12th grade students will understand that an increasing number of occupations require additional training and/or education.

Teacher/counselor teams will conduct Texas Group Guidance in 11th grade English classes.

1.317

11th and 12th grade students will be aware of entry level job requirements for their chosen field.

Counselors will provide representatives of trades and industries opportunities to meet with interested students.

Students will be encouraged to take advantage of relevant experiences such as visits to work sites.

1.318

Students who leave school early will know available options for pursuance of goals consistent with measured ability, achievement, and interests.

Students will be encouraged to visit job fairs. School personnel will provide departure interview counseling.

School personnel will conduct school exit interviews, review career plans with students, and discuss available educational and career alternatives.

EVALUATION

____ % of 9th grade students bound for post secondary education will be able to list admission requirements for at least two academic degrees.

____ % of 12th grade students will be able to list admission requirements for the educational or vocational institutions they intend to enter.

____ % of 12th grade students will be able to cite on request the requirements for the occupation they have chosen.

____ % of students will be able to cite realistically the amount of additional training or education they may need for their career choices.

____ % of students not bound for post secondary educations will be able to list the requirements of the careers they hope to follow.

____ % of students who leave school will have participated in a departure interview and be able to name two available employment or job options.

RESOURCES

College Catalogs

Chronicle Guidance Microfiche
Houghton Mifflin

C.V.I.S.

Time Share

College Fair

Lovejoy's College Guide

Simon and Schuster, N. Y.

Maryland Summary of Colleges - M.S.D.E.

The College Bluebook

Christian E. Burckel

Local Military Recruiters

S.M.I.S. Military Script

Charles County Community College

Texas Group Guidance Program

Houston, Texas

U.S.I.A.

F.B.I.

C.I.A.

Local Job Market Script C.V.I.S.

Charles County Community College

Chamber of Commerce

Junior Chamber of Commerce

Rotary Club

Lion's Club

Optimist Club

Business and Professional Women's
Clubs

*OUTCOME**ACTIVITY*

EVALUATION

RESOURCES

*The Maryland High School Diploma
by Examination - M.S.D.E.*

Local and private employment agencies

Joblines

Department of Employment Security

Looking for a Job

President's Council on Youth
Opportunity

Do You Want a Job?

U. S. Department of Labor
Manpower Administration

You and Your Job

Keily, Blackledge, Blackledge

Rationale: Success in working life involves good mental and physical health, human relations skills, a commitment to honest work as the source of income, a willingness to accept the discipline of the work place and to be motivated toward achievement in the work setting. It also requires the basic skills of communication and computation and a familiarity with the concepts of science and technology as well as a saleable skill in demand in the job market.

As a result of the career guidance program the students will:

1. Assess themselves in relation to possible career options.
- 1.4 Students will know the factors of success in careers of their choice.

OUTCOME

ACTIVITY

1.41

6th and 7th grade students will know general skills that are related to success in vocations and careers.

Counselors will coordinate activities with teachers of 6th and 7th grades in unit on "Skills for the World of Work." Seven skill areas will be introduced: numerical skills; communication skills; manual-perceptual skills, information, processing, and decision-making skills; interpersonal skills; employment seeking skills; and employment leaving skills. (Employment seeking skills include filling out forms such as SS, work permits, and job applications.)

1.42

8th grade students will demonstrate a knowledge of the relation of seven general skill areas to subjects taught in school.

Through classroom and small group work, students will study relationships of general skills to subject areas in high school.

1.43

9th grade students will be able to identify basic skills needed for one job cluster that relates to their interest and ability.

Through group and/or individual sessions 9th grade students will survey occupational clusters and select one that interests them. Through a study of jobs in this cluster they will learn basic skills that are needed.

EVALUATION

_____ % of the 6th, 7th grade students will be able to list six general skill areas.

Given a list of subjects taught in high school and the seven general skills areas, _____ % of the 8th grade students will be able to match the skills and subjects on a written form.

_____ % of 9th grade students will be able to list a job cluster and identify three general skills needed for this cluster.

RESOURCES

National Assessment of Educational Progress

Objective for Career and Occupational Development (called COD)

Career Education Program

Vol. VI, Grades 10-12

H. Eugene Wysong

Career Education Program

Vol. II, Glenn A. Saltzman

Houghton Mifflin

Work-Widening Occupational

Roles Kit

Science Research Assoc., Inc.

Counselors, Social Studies Teachers

Career Education Program

Vol. II, Vol. III

Houghton Mifflin

OUTCOME

ACTIVITY

1.44

11th and 12th grade students will demonstrate knowledge of basic skills required for job performance.

Counselors in cooperation with 11th and 12th grade teachers, will review the six basic job skill areas with students and help identify their use in simulated or real situations.

1.45

6th grade students will know at least five work habits important to success in vocations and careers.

Counselors will coordinate with teachers of other disciplines programs to emphasize five work habits or attitudes important to success.

1. A list will be prepared of five work habits to be emphasized.
2. All teachers will post work habits lists.
3. Exercises will be planned in each subject to emphasize these habits.
4. Counselors will work with small groups that seem to lack motivation in these areas.
5. Students will make plans for improving at least one basic skill.
6. Other students will come to career center for learning packets on effective work habits.
7. Students will write mini stories about careers using their knowledge of five work habits.

1.46

8th grade students will know the five basic work habits important to success as related to 9th grade.

Teachers and counselors will review with students five basic work habits and emphasize their value in high school work - especially 9th grade.

1.47

10th grade students will know five work habits necessary to success in careers.

Through units in social studies, small groups and "How to Study" units, students in grade 10 will review the five basic work habits. Orientation to vocational technical courses will include emphasis on basic success.

EVALUATION

_____ % of 11th and 12th grade students will be able to list job skills for one of the following: part-time jobs, work, work study classes, voc. tech. classes, and classwork.

_____ % of 6th grade students will be able to list in writing five work habits important to successful work.

_____ % of 8th graders will be able to list five basic work habits important to success in 9th grade subjects.

_____ % of 10th grade students will be able to list work habits necessary to success in careers.

RESOURCES

Dictionary of Occupational Titles
Kit - SRA

Occupational Outlook Handbook
U. S. Department of Labor

Career Guidance Monographs
Chronicle Guidance

Counselors
Teachers
Job Family Series - SRA
SMIS - Charles County Community College
The Art of Developing a Career
Human Resource Development Press
Oarkhuff and Friel

COD
Job Family Series - SRA
SMIS

COD
Job Family Series - SRA
SMIS

OUTCOME

ACTIVITY

1.48

6th and 7th grade students will know reasons people work.

Students will survey reasons people work in appropriate classroom situations.

1.49

8th and 9th grade students will know the attitudinal differences that exist toward the world of work.

In classes or small groups students will investigate differences between people's attitudes and feelings about work. These investigations will include life styles, interests, values, etc.

1.410

10th and 11th grade students will know different attitudes related to work success.

In cooperation with all subject areas, workers will be invited to speak to groups about their work. Students in work study and part-time jobs will share with groups their perceptions of the attitudes of workers about their jobs.

1.411

10th grade students will know how accomplishments affect jobs.

Students in classes or small groups will discuss accomplishments such as scholarship, athletic prowess, creativity, musical ability, ability to work well with things and people, etc., that merit acknowledgement. They will review their own accomplishments and select one to show its importance in the development of their career plans.

1.412

9th and 10th grade students will investigate the economic implications of their tentative career choices.

In classes or small groups, students will study the economic implications of the world of work, i.e., paychecks deductions, union benefits, insurance, taxes, profit-sharing, savings accounts, etc.

EVALUATION

_____ % of 6th grade students
will be able to list three
reasons people work.

_____ % of 8th and 9th grade
students will be able to list
different attitudes toward
the world of work.

_____ % of students will be able
to list attitudes that help
produce success on the job.

_____ % of 10th grade students will
be able to list an area of their
accomplishment and show its
importance in their future career
plans.

_____ % of the 9th and 10th grade
students, given a list of economic
implications, will be able to
explain five of these implications.

RESOURCES

Career Education Program
Vol. II, Unit II, Lesson II
Career Education Program
Vol. III, Unit I, Lesson III

Career Education Program
Vol. II, Unit I, Lesson II
Houghton Mifflin
The Art of Developing a Career

Texas Group Guidance Program
Houston, Texas

Community Business Representatives

The Paycheck Puzzle
Guidance Associates, Inc.

OUTCOME

1.413

11th grade students will investigate workers' responsibilities to societal needs.

ACTIVITY

Through classes or small groups, etc., students will discuss the "Students Responsibilities and Rights" and the codes of ethics of different professions. They will also review purposes of laws concerning child labor, strikes, workman's compensation, minimum wages, and hours of work, etc.

EVALUATION

 % of 11th grade students will be able to list two societal needs and their responsibilities to these needs.

RESOURCES

Child Labor Laws
Department of Licensing and Regulation
Division of Labor and Industry
Baltimore, Maryland

Students Responsibilities and Rights
M.S.D.E.

Rationale: A career plan, in order to be meaningful, must be a concrete document that students have in hand when they are ready to leave school. It must consist of necessary personal data, career options best suited to the individual's needs, and finally a record of experiences related to those options. In order to lead full lives after leaving school, students must begin by systematically planning for their productive life careers.

As a result of the career guidance program the students will:

2. Develop career plans.

- 2.1 Students will develop, prior to graduation or school leaving, a career plan.

OUTCOME

ACTIVITY

2.11

Students in grades 8 through 10 will apply information gathered from achievement scores, aptitude scores, interest scores, grades, and other measures, to immediate and long-range career planning.

Students will record information obtained from scores and grades which will be filed in their career folders, with the help of para-professionals. Individually or in small groups students will discuss with their teachers or counselors whether their career goals are realistic when compared to measures of themselves.

Students who find their career goals are unrealistic will participate in either individual or small group counseling in order to reevaluate them.

Students will use the resources of their career centers and para-professionals to help them in the career planning process.

2.12

Students in grades 10 through 12 will know at least two career options best suited to their individual needs by the time they are ready to graduate or leave school before graduation.

Students will participate in a self-directed activity involving worksheets, SMIS, and other career materials.

EVALUATION

_____ % of those involved will have on file copies of these measures as part of their career plans.

_____ % of those students involved will indicate through a short questionnaire that their career goals are suited to measures such as these.

_____ % of those students whose goals are unrealistic will indicate verbally that their career goals are more realistic. (Example: Students who lack mechanical aptitudes will choose career goals other than auto mechanics, preferably one better suited to their abilities and aptitudes.)

_____ % of students involved will participate in writing career action plans containing at least two career options by the time they graduate or leave school before graduation.

RESOURCES

Job Experience Kits
S.R.A.

Chronicle Occupational Library
Chronicle Guidance Assoc.

Occupational Outlook Handbook
U. S. Department of Labor

Paraprofessionals in Career Center

Career Folders developed by LEA

Career Plans Folder
E. L. Schwagle & D. D. Friddle
Williamsport High School
Williamsport, Indiana

Encyclopedia of Careers and Vocational Guidance
J. G. Ferguson Publishing Company

Handbook on Job Facts
S.R.A.

SMIS (scripts on interview) - Charles
County Community College

OUTCOME

2.13

Students in grades 11 and 12 will test their career plans through actual and/or simulated experiences.

ACTIVITY

Counselors will, through group and individual guidance, assist students who need additional help in selecting a post-high school career action plan. Students will hear speakers representative of different vocations.

Students will simulate job interviews with teachers or counselors critiquing students' techniques.

Students will fill out job applications under supervision of teachers or counselors.

Students will view films and filmstrips on correct job application procedures.

Students will spend time visiting places of employment.

Students will be encouraged to participate in Junior Achievement.

Students will use tape recorders to record their own simulated job interviews.

Students will discuss with teachers or counselors correct and incorrect job interview and application procedures.

Students will write letters of application to fictitious employers which will include job experience, references, special skills, etc.

EVALUATION

 % of students will record
for their permanent files records
of at least three simulated
experiences with critiques from
teachers or counselors.

 % of students will discuss
with teachers or counselors the
advantages and disadvantages of
the places of employment they
visit.

RESOURCES

Standardized Job Applications

Self Directed Search

John Pollard, Consulting Psychologists
Press

*Choosing the Kind of Job You Want**Deciding on Your Career*

Changing Times Educ. Serv.

Getting and Keeping Your First Job
Guidance Assoc.*Preparing For An Interview*

J. C. Penney, Inc.
Educational Department

*Project WERC Why Not Explore**Rewarding Careers*

American Personnel and Guidance Assoc.
Washington, D.C.

How To Complete Job Application
Forms

National Vocational Guidance Assoc.
Washington, D.C.

Rationale: Students leaving school, whether after graduation or withdrawal from school for other reasons, need to use the resources of the guidance program to make the transition a smooth one. At each level of the student's development in the K-12 educational program, problems associated with the transition can be minimized or eliminated through focusing on long range and immediate planning for the future.

The examples that follow can be viewed as one method of using placement, a career guidance method, effectively.

As a result of their career guidance programs students will:

3. Demonstrate implementation of their personal career plans.

3.1 Students, using the best placement resources available, will secure placement in appropriate educational programs, employment, higher education, or training.

OUTCOME

ACTIVITY

3.11

8th and 9th grade students will know the options available to them in senior high schools. (grades 9-12)

Students will become familiar with the educational options available to them in senior high school through

- individual and group counseling sessions
- viewing slides of the existing programs in grades 9-12
- meeting with students representatives from the senior high schools
- using senior high school guidance handbooks in planning programs

before registering for the next grade level.

3.12

9th and 10th grade students will know the alternatives available to them for completing high school.

Students will meet with representatives from Division of Vocational Rehabilitation, Maryland State Employment Service, Evening High School, Special Programs and Projects in individual and group counseling sessions to get information on additional programs available to them as well as the placement opportunities available.

EVALUATION

_____ % of these students will be able to list their projected program for grades 9-12 and their specific programs for the next levels.

_____ % of students will be able to list the steps necessary to secure each of the available resources that offer alternate plans of education and placement.

RESOURCES

Counselors

Middle School
Junior High School
Senior High School
Vocational High School

Teachers

Senior High School Students

Media Specialists

Graduation Requirements for Public High Schools in Maryland - M.S.D.E.

Better Choice, Better Chance: Selecting a High School Program

Senior High School Course Offerings

Guidance Handbooks developed by local school systems

Vocational High School Program in grades 10-12 (printed information on slides and tapes)

*OUTCOME**ACTIVITY*

3.13

11th grade students will select resources to prepare for placement upon leaving school.

At the beginning of the third 9-weeks of school, counselors and/or para-professionals will give each student a placement survey form to complete before the end of the fourth 9-weeks.

Students will secure information to complete their placement survey forms. On the basis of the information received, the para-professionals will invite representatives to the school during the first semester of the following year. (12th grade year)

3.14

12th grade students will select specific resources to facilitate placement.

Students will meet with representatives in small groups or individually (based on the selection made on the placement survey forms) to secure information necessary for initiating placement.

Students will make appointments to see counselors individually and/or in groups to specify the placement resources they plan to pursue.

EVALUATION

 % of 12th grade students
will list the specific placement
resource(s) they met with and
from which they secured place-
ment information.

RESOURCES

The Alternate Education
Guidance Associates

GED Requirements

Evening High School Course Offerings

Dropping Out: Road to Nowhere
FS/Cassette - Guidance Associates

Placement Survey Form developed by
local school systems

Occupational View Deck
College View Deck
Occupational File
Chronicle Guidance

College Catalogs

Selected Filmstrips and Cassettes:
Preparing for the Jobs of the 70's
Different Ways To Go To College
Getting a Job
What to Expect at College
World of Work
Guidance Associates
Career Wheels
A.P.G.A.
Career World
Curriculum Innovations

Monthly Guidance Newsletter
(School or County)

Representatives from:
industry, colleges, business,
vocational schools, business
schools, armed services,
apprenticeship programs, DVR

OUTCOME

3.15
12th grade students using the best placement resources available will take initial steps to secure specific placement.

ACTIVITY

Students will be seen by counselors individually or in groups to give feedback on the status of their specific placements.

Counselors and/or para-professionals will set up a test schedule for 12th grade students who need to take Civil Service and other Employment Tests, Armed Services Vocational Aptitude Test Battery, Local Community College admissions and placement tests, General Aptitude Test Battery, and Proficiency tests within the school.

Counselors and/or para-professionals will schedule 12th grade students for interviews with personnel officers, DVR counselors, armed services recruiters, employment counselors within or outside the school when necessary.

EVALUATION

 % of the 12th grade students
will take the necessary steps to be
placed, as evidenced by such
items as applications and tests
taken.

RESOURCES

Application Forms
Career Plan
Civil Service Applications
ASVAB
GATB
Work Study Applications
State and County Government
job application forms
School Follow-up form
Personnel Representatives
Recruiters
Job Information Service
Job Search Information
Job Bank

Rationale: Graduates and school dropouts need to know about services such as career information and counseling available from the school or other community agencies, which will aid their placement process or aid the facilitation of their career plans. Schools have a responsibility to provide individuals with information on these services, and to determine the extent to which these services are utilized.

As a result of their career guidance programs students will:

3. Demonstrate implementation of their career plans.
- 3.2 Students will be knowledgeable of services available from schools and other community agencies which may help them to keep their career plans current and viable.

OUTCOME

ACTIVITY

3.21

All students leaving school prior to graduation will be knowledgeable of information about options and services-such as adult education, GED programs, and State Employment Service-which they may use in furthering their own career plans.

School counselors will conduct exit interviews during which available options and services will be discussed. Summaries of the interviews will be sent to students and copies made part of their career records. When exit interviews are not possible, telephone interviews or home visits by counselors and/or pupil personnel workers may be conducted instead.

3.22

All high school graduates will possess knowledge of services, activities, and programs available through schools and other community agencies, which may be useful in implementing their career plans.

By the end of the 11th grade, all students will have received systematic orientation--through group guidance classes, social studies programs, or other processes which impact on all students--to career related services and programs including specific agencies and contact procedures.

All 12th grade students will receive a "refresher" course in these services and agencies.

Orientations will be supplemented by printed materials, school intercom announcements, student and community press releases, etc.

EVALUATION

 % of dropouts will be able to list three options for furthering their career plans.

 % of high school seniors will be able to list at least three sources of information or services which will assist them in their career planning after graduation from high school.

The effectiveness of this procedure will be determined by:

1. paper and pencil evaluations following the orientation sessions
2. Utilization of State follow-up study items which have been designed for this purpose.

RESOURCES

Locally developed exit interview guide. (A model may be developed by this committee, time permitting.)

The calendar and resource list developed by Prince George's County.

Available information systems, such as VIEW, Time-Share Guidance Information System, and Southern Maryland Information System.

Rationale: Follow-up studies serve two purposes:

They enable school personnel to maintain a contact with former students and to determine their educational and career patterns and achievements as well as their geographical distribution; and

They provide information about the effectiveness of programs and services as well as the needs of former students, which may suggest the modification of existing programs and services.

As a result of their career guidance programs students will:

3. Demonstrate implementation of their career plan.

3.3 Students will participate in the various processes associated with follow-up studies, and will understand the relationship of follow-up studies to the total educational program.

OUTCOME

ACTIVITY

3.31

Students will, during the 9th or 10th grade, complete surveys which will provide their former junior or middle schools with information such as their school achievement, current career plans, etc.

A team of teachers, counselors, administrators, and students will develop plans for orienting students to the follow-up, for collecting the follow-up data, and for transmitting the follow-up data, along with school achievement data to students' former schools.

3.32

All 11th grade students will participate in an orientation to the State follow-up and will complete a facsimile of the State follow-up forms.

Counselor, student, teacher teams will plan orientation sessions which will describe the relationship of the follow-up studies to the educational program as well as the purposes of the follow-up study.

School committees will develop plans through which all 11th grade students will participate in the orientation sessions which may be conducted as a part of group guidance activities such as social studies classes.

EVALUATION

_____ % of the students in the incoming classes of schools will provide follow-up data. The sending schools will indicate receipt of the data.

_____ % of 11th grade students will participate in the follow-up orientation sessions and will complete facsimile follow-up forms to the satisfaction of the persons conducting the orientation sessions.

_____ % of the students participating in the orientation will be able to give at least three reasons for the follow-up studies and students' participation in them.

RESOURCES

Maryland State Department of Education:
Division of REIS
Instructions and forms related to
the State follow-up study

Tolbert, E. L.
Counseling for Career Development
Houghton Mifflin, 1974, pp. 147-149.

SAMPLE CAREER PLAN

I. Personal Strengths, Skills, Interests

A. Interest Inventory Taken Grade Areas of Highest Interest

1. Kuder

2. CVIS

3. COPS

4. Thurstone

5. JOB-O

6. Other (Specify)

B. Aptitude Tests Taken Scores

1. Cognitive Abilities Test

2. Lorge Thorndike

3. OTIS - Lennon

4. A.S.V.A.B.

5. DAT

6. GATB

7. SAT

8. Other (Specify)

C. Achievement Tests Taken Highest Scores In:

1. ITBS

2. CAT

3. Other (Specify)

D. Other Measures

1. Grades

2. Teacher opinion - one sentence on what you think teachers think of you:

D. Other Measures (continued)

3. Peer opinion - one sentence on how you get along with others, generally:
4. Personality - three words of traits that best describe you:
5. Values - three things that you value (most important to you) most highly:
6. Physical traits - 3 words that describe appearance:
7. Skills:
8. Honors awarded:
9. Hobbies:
10. Work experience:

E. Summary

1. Do my aptitude and achievement scores reflect my interests:
In other words, do I have the intelligence and ability to do well in what I'm interested in?

Yes _____ No _____

2. Could my skills and hobbies someday lead to a career?

Yes _____ No _____

II. Career Options Explored

What careers have you researched?	Read About	Saw Film	Discussed with Counselor	Took Field Trip	Heard Speaker	Other (List)
1.						
2.						
3.						
4.						
5.						
6.						
7.						

III. Simulated Career Experiences

Activities:

Simulated and/or Real Job Interview	Sample Job Application	Letters of Application	Viewed Filmstrip on Correct Job Application Procedures	Spent Day on Job

Summary

1. Do my career choices still reflect my values which are important to me? Yes ____ No ____
2. Do my aptitude and achievement scores still reflect my interests? Yes ____ No ____
3. Is my personality suited to my possible career choices? Yes ____ No ____

If you answered yes to the last three questions, proceed to Part IV.

If you answered no to any of the three questions, go back and arrange a conference with your teacher and/or counselor to discuss alternatives to your present career choices.

IV. Career Plans

- A. High School Plans: List major subjects, type of program (vocational, college prep, etc.), and grade

Program	Subjects and Grade Taken

IV. Career Plans (continued)

B. Post High School Plans:

C. Tentative Career Plans:

D. List teachers, neighbors, or others who would give you a reference:

SPECIAL NEEDS AND PROGRAMS

INTRODUCTION

This manual has been constructed to enable counselors to serve all students more effectively. Within the purview of existing school guidance programs, there are often groups of students who have special needs and there are program elements that require special attention.

This section of the *Career Guidance Manual* consists of a series of papers written to help counselors understand the nature of special needs of certain students and understand the issues related to meeting these needs. The papers have been prepared by persons whose qualifications and background of experience enable them to address the topics with authority and understanding.

CAREER GUIDANCE AND PARITY

by

Nancy M. Pinson

Specialist in Prevocational Education and Career Development
Maryland State Department of Education

Members of the helping professions are again becoming deeply involved in challenging long-standing myths based on false assumptions of human behavior.

Historically, a given society assigns certain of its members the examination and ultimate destruction of one inequity at a time. In these periods, social activists tend to focus their energies on one abused group or one abusive behavior--with the result that their allegiances appear to shift as causes of yesterday are supplanted by newer fads. At a time when sensitivity to a constellation of unconscious--if not discriminatory--behaviors is at its peak, this approach can no longer be justified.

In the cumulative pattern of hard-won human rights, each lasting gain, whether legislated or voluntary, has been invested with some unifying theme--external to itself--yet interrelated with those preceding it. One of these themes was work, the other love.

Until recently, the majority of counseling professionals have not

questioned love as the stimulus for both individual and societal growth and change. Yet such all encompassing caring--in and of itself--has not been sufficient to maintain this growth over time. Counselors are now investigating the potential human gain derived when one's present or future life career pattern is considered the stimulus for developing individual motivation.

Counselors have a straightforward mandate: to implement the kind of perspective which frees adults to confront and work through those cultural, racial, occupational, age, and sex stereotypes which must be unlearned so that young people can consider and strive for any future role whose competencies can be learned. It will be no easy task. As members of that adult population, helping professionals know that simply unlearning behavior will not be enough, and that new and reinforced behavior will have to take its place.

Through the universally understood concept of work, one of the major obstacles to positive social change has been removed. The many adults involved in the encouragement, motivation, education, preparation, employment, and reward of other individuals are more receptive to the idea of change when it seems to be focused on others. Even if they "suspect" what most counselors already know about themselves--that the new behaviors they declare important to acquire will conflict with long held beliefs, and that modification of these must ultimately occur--the focus on work and career provides an objectivity which eases this process.

In developing an active delivery system for career guidance, counselors must translate certain premises into action:

1. The world of work has no innate age, sex, race, or national origin requirements.

2. The facts of female and male anatomy should not be projected into assignments of appropriate or inappropriate "feminine or masculine" behaviors, expectations, or work roles.
3. There can be no statistically "average" expectation associated with any one group.
4. The ability to express and implement interim and long term career goals is a common need of all individuals.

Counselors have an unparalleled opportunity to draw together and increase the incremental gains made in the realization of human rights. They have the capacity to remind society that durable social change has always been associated with a visible parity of behavior and opportunity, rather than a meaningless drive toward the fiction of "equality." In recognizing and activating human differences, counselors addressing the career needs of all people will be better equipped to anticipate and provide for those needs which are yet to be expressed.

If we are deeply involved today in redressing sex inequities, tomorrow we will move toward the concerns of the aged, the foreign born, the unemployed, and others. The ongoing process of career guidance can link past and future by reiterating the gains, hopes, and concerns of all people within the experience of each individual's search for and discovery of personally meaningful life and work roles.

PROVIDING ASSISTANCE TO STUDENT JOB-SEEKERS:

WESTERN (BALTIMORE COUNTY) COMPUTER ASSISTED PLACEMENT SERVICE

by

Donald E. McBrien
Supervisor of Guidance
Baltimore County Public Schools

Introduction

Education in Baltimore County senior high schools is changing. One aspect of its evolution is an increased emphasis on the value of work experience as a part of students' educational programs. The number of job-oriented programs available to students has increased greatly. Program waivers have been devised, more work-study programs now exist, and the schools are assuming a responsibility for the placement and work adjustments of students who leave school. This multiplicity of programs has resulted in increased options for students, but some confusion for employers, school personnel, and the public.

Previously, placement efforts made by diverse educational groups in the southwestern area of Baltimore County, were neither coordinated nor efficient nor productive. Within the geographical area where most of our students

gain employment, there were thirteen different county high school sponsored work-study options, one junior high work program, two special education job developers, twelve vocational center work programs with two job developers, six job supervisors, and four community college work-study programs. Employers often had several educational representatives calling, in some cases from the same school, attempting to develop jobs for their clients.

In the past, Baltimore County schools did not have a systematic school sponsored placement service. Routinely, graduates were informed of job opportunities as they became known to school counselors. However, because the job descriptions of high school counselors did not provide for job development or placement activities, thousands of high school graduates entered the labor force without the benefit of school placement services.

The concept of a system which would provide direct placement and employment-related services to students, reduce confusion and secure the support of employers, and coordinate the existing job development and placement efforts in the western region of Baltimore was developed through a proposal for federal vocational education funds. The resulting Computer Assisted Placement Service helps students match their career goals with occupational settings where maximum growth will occur. Participating schools register students eligible for the program. Registration information is used to guide job developers. Job developers are assigned to work with specific companies for the purpose of locating opportunities for student employment. As jobs are located, students who fit specific employment needs are sent out for interviews and placement. As jobs are located and filled, information is continuously up-dated. The computer thus guides future counseling and program planning.

Program Objectives

The program was conceived, designed, and developed to serve as a job locating service to students for career exploration through volunteer and paid limited duration positions, and for permanent placement of graduates and those terminating before completion of programs.

It allows employers a single, initial contact with potential employees in the southwestern area of Baltimore County as it controls the number of students sent to a specific job, makes all area employers aware of school-sponsored work programs, centralizes the operation and administration of placement activities, and improves relationships with potential employers.

This program allows staff members to gather and maintain current information on area job needs for future career planning by students, and vocational-technical planning. At the same time, it relieves job coordinators of job seeking functions so that they may provide closer job supervision, handle larger loads of students, facilitate the maintenance of records on student experiences and employer cooperation, and work with employers to improve the quality of on-the-job learning.

It will allow counselors to improve student placement by making students aware of local employment demand, better matching of student potential and job requirements, emphasizing the exploratory nature of part-time placement, and completely canvassing all opportunities for placement. Through the program, counselors have been able to determine effective methods of evaluating placement efforts by conducting employer and employee follow-ups, tabulating the frequency of usage of para-professional personnel by students and employers, and itemizing cost per placement.

Program Coordination and Information Dissemination

All activities of this project are coordinated through the office of the guidance chairman at Western Center. This program has been planned and directed by the Joint Planning Committee, consisting of representatives of the Offices of Vocational Education, Special Education, Guidance, and those of Catonsville Community College and all public schools involved in this project.

Through the county supervisor of guidance, inservice programs for area counselors have been held to show how the information gathered can be used in career planning. The coordinator of Vocational Education is using the projections of future employment to modify existing programs and for program planning.

Program Personnel

The following personnel comprise the Western Placement Center staff:

Program Coordinator and Job Counselor

This individual is a professional employee who has an extensive background in work experience programming and data processing.

Job Developers

Three job developers identify job sites and preemployment counseling support, and provide liaison with existing work experience coordinators. All of these individuals are para-professionals.

Computer Programmer

One computer programmer was responsible for computer program development to be used in all data collection and processing.

Data Processing Clerk

One individual works part-time as a data processing clerk with the primary responsibility for all keypunch operations.

Clerk-Typist

This person is responsible for routine office management, clerical support, and serves as the Center's receptionist.

Program Summary

The computer assisted placement and work experience coordination center is located within the Western Vocational Technical Center and services five comprehensive high schools. These services are both direct and indirect in nature. Directly, students are assisted by the center in finding jobs that meet their needs, aptitudes and interests. Indirectly, work experience programs have been improved through the establishment of better work stations.

Information dissemination and collection has been a second major component of the Western Program. Through its extensive mailing lists, employers in the southwestern area of Baltimore City and County have been informed of the Center's program of placement and work experience coordination.

Additionally, the employers have provided data to the Placement Center that have assisted this center to make occupational trend predictions that assist both the Vocational Technical Center and the comprehensive high schools in their curriculum programming efforts.

Additional information about this project may be obtained from the Coordinator, Western Placement Service, Western Vocational-Technical Center, Kenwood Avenue, Baltimore, Maryland 21228. Telephone (301) 788-6080.

*CAREER GUIDANCE FOR INTELLECTUALLY LIMITED
AND LEARNING DISABLED STUDENTS*

by

Mrs. Ruth C. Brown
Specialist in Special Programs
Maryland State Department of Education

The intellectually limited are those students defined as significantly sub-average in general intellectual functioning. Mild intellectual limitation, moderate intellectual limitation, severe intellectual limitation, and profound intellectual limitations are terms used to define the extent of such handicaps. Students with learning disabilities have difficulties in association, conceptualization, attention, psycho-motor development, perceptual, receptive, integrative, or expressive processes which interfere directly with cognitive learning and which require special educational programming. The need for modification of regular educational programs is the common bond linking these two groups.

Both the learning disabled and the intellectually limited have the potential to be independent adults. It is essential, therefore, that they learn the necessary skills and receive the appropriate guidance to achieve this goal.

There are several areas in which guidance personnel can and should be involved. There are many tools to aid counselors in their work with these youngsters. But any work with such students requires attention to the specific learning difficulties of the youngsters themselves as well as to the method of presentation.

Two major areas of concern are self understanding and interpersonal relationships. Intellectually limited and learning disabled students need help with social and emotional difficulties. They are worried about their roles in adolescent society. They have weak senses of identity. They often have little companionship with the opposite sex and therefore fail to develop essential social skills. While some deny being troubled by lack of friends, many acknowledge feelings of loneliness, anxiety, and inferiority. The imbalance between their competencies and the demands of the social environment often lead them to use self-devaluation as a defense mechanism. Any career guidance is impossible without these young persons' recognitions of themselves, their strengths and weaknesses, assets and liabilities, likes and dislikes, etc., and positive self images.

Intellectually limited and learning disabled students have difficulty coping with new situations. They have trouble deciding how to act. Therefore to reduce their frustration, guidance and counseling should be incorporated into the curriculum in a way not ordinarily used with other children in the system. Working within classes with these youngsters allows guidance counselors to gain a better appreciation of the problems these students encounter as well as to view the interaction of the students with their peers. Materials such as the texts "Becoming Myself" and "I'm Not Alone" by Walter J. Limbacher,

"The Person You Are" (from the Turner-Livingston reading series published by Follett), "Understanding Yourself" (published by Steck-Vaughn), and "It's Easy to be Liked" (Finney Co.) can be used to incorporate guidance materials into special reading or English lessons. The sound filmstrip, *Understanding Yourself* (UEVA), stresses the uniqueness of the individual and the need to understand oneself if good personal relationships are to be maintained. Pflaum/Standard's "Search for Meaning" provides a series of exercises designed to allow the student to explore, examine, consider, weigh, and reflect on his life and his present relationship with his family and peers. These are just some of the materials which can be used with both classroom size or smaller groups to encourage self-examination by participants and which can lead to better understanding by them of their places in society.

Another important topic to be covered by the guidance department is decision-making. Special students often arrive at decisions dictated by the heat of the moment. They do not have the depth of understanding that allows them to weigh various factors involved. They tend to make snap judgments, reach unwarranted conclusions, and fail to consider more than one way of looking at a problem. Therefore, this area is crucial for counselor consideration.

Unfortunately, this area has few commercially produced materials designed specifically for the needs of special students. The sound filmstrip *Making Decisions* (Eye Gate) can be used effectively to demonstrate various decision-making techniques and better strategies for decisions. College Entrance Examination Board, in its decision-making materials for regular classes, "Deciding" and "Decisions and Outcomes," places values first in the decision-making process. "An Introduction To Value Clarification" by J. C. Penney Co.

has eight exercises which are adaptable to special students and will encourage thinking about value-laden choices. Another J. C. Penney kit, "Career Decisions: Finding, Getting and Keeping a Job" relates decision-making directly to careers.

When using any materials, it is necessary to gear the presentation to the reduced attention span of the students and to complete the assignment in a reasonable period of time. These young people have great difficulty in retaining information, thus repetition of ideas is very important.

For specific occupational information, "The Job Box" (Fearon Publishers, reading level 2.7) and "Occupational Awareness" packets are well liked by students. They offer up-to-date information about the jobs they present and should be available to the students who wish to come to the guidance office and browse.

Any sound filmstrips detailed in the Career Information bibliography give occupational information. These products are relatively expensive but offer a good means to introduce students who cannot read to various career choices.

Many of these youngsters demonstrate remarkable and surprising skills and can meet the requirements of many worthwhile occupations which do not require college or other formal educational training--skilled arts and crafts, office work, maintenance and repair and others. They should be encouraged to develop their talents and skills.

As students move close to securing a job, guidance counselors can make use of 16mm films *What Do We Look Like to Others* and *I Want to Work For Your Company* (Sandler), and sound filmstrips *Finding a Job* and *Applications and Forms* (Interpretive Education) and *How To Get That Job* (Bowmar) to aid

students to learn the skills necessary for successful job seeking.

Intellectually limited and learning disabled students do not easily grasp basic principles through incidental experiences. They are often less observant and must be specifically shown things which other children see without formal teaching. Therefore, such information as how to dress for an interview, the importance of printing application information, and writing one's signature where it is requested, and the correct spelling of names of schools, cities, and other important work-related words must be presented in orientation sessions prior to these young persons' first adventures into the world of work.

Intellectually limited and learning disabled students frequently misjudge their abilities and limitations, more often overestimating their abilities and thereby stacking the deck against themselves. A successful counseling program will help them adjust their levels of aspiration to their abilities.

Perhaps the most important persons involved are the parents of these young people. Counselors should involve parents in planning with the students their educational programs since they may not have the same conception of the problem. They may be unwittingly sabotaging their children's efforts to gain entry level skills and eventual independence. Parental support is vital if these students are not to be frustrated in their strivings.

Career education for intellectually limited and learning disabled students differs from that provided for "normal" youngsters only in the methods of presentation and the necessary commitment on the part of the counselor to spend more time providing it. These students are capable of filling meaningful work roles and achieving self-sufficiency if counselors are willing to take the time to build career counseling programs tailored to their

IDENTIFYING THE CAREER GUIDANCE NEEDS OF DISADVANTAGED STUDENTS

by

Charlotte Conaway
Specialist in Special Programs
Maryland State Department of Education

Disadvantaged persons are a major challenge to career guidance. We cannot afford to waste the human resources represented by the increasing number of youth entering secondary schools disinterested in learning, "turned off" from school and unprepared to accept the responsibilities of productive participation in a changing technological society.

Despite an apparently normal range of scholastic aptitudes, these persons do not achieve at normal levels. Furthermore, youth described as academically disadvantaged usually exhibit no neurological impairments. Early school withdrawal is common. Kenneth Clark states, "the evidence so far very strongly suggests that these children will learn if they are taught and they will not learn if they are approached as if they cannot learn...if children, poor children, Negro children, or immigrant children are taught, accepted, respected, and approached as if they are human beings, the average performance of these children may approach and eventually reach the norm performance of other human beings who are so taught."

In approaching career guidance for academically disadvantaged youth we may confuse learning differences with deficits. There is evidence that educationally disadvantaged youth generally have learning styles that require instructional and guidance programs different from traditional approaches. Educationally disadvantaged youth learn slowly through physical, nonverbal and concrete experiences much like young children.

Career guidance for disadvantaged youths should deemphasize a verbal approach; it should move from the concrete to the abstract, and the learner should be directly involved. The culturally disadvantaged are present and practically oriented and want to see immediate benefits from career counseling. Career guidance strategies employed with disadvantaged youths must be determined by their learning styles. These can best be depicted as slow, problem centered, concrete oriented, physical and nonverbal. Thus, guidance strategies should include flexibility, pacing, sequential organization and inductive counseling. Knowledge of the characteristics of students that are educationally and culturally deprived suggests certain necessary features for counseling effectiveness: tangibility, concreteness, and overt activity are necessary ingredients to keep curiosity alive and overcome short attention spans.

Students identified as disadvantaged are found to have participated in the educational system with successive failures. These students are typically two or more years over age for their grades. Inherent ability is not the issue--there are many bright, creative students in this category.

Difficulty in writing or speaking is typical among disadvantaged persons. This problem may stem from stimulus deprivation--from a home environment or culture where writing, speaking, and reading are used minimally or different

communication patterns from the dominant culture.

These young people are often misclassified as slow learners when in fact they may have good latent abilities. Disadvantaged students are frequently absent from class. Programs to produce better attendance should determine what students need or what demands are placed on them or whether programs to induce better attendance should include evaluations of whether students' needs are being met outside the school environment or whether the absenteeism is an expression of frustration.

The reading and/or mathematical ability levels of disadvantaged students are frequently two or more years below their grade placement. Identification of the exact causes may be difficult, but whatever the cause, counselors must be very supportive, provide success oriented experiences and provide materials that contribute to good self-concepts of their students.

Because of these characteristics disadvantaged students need special assistance in order to attain the goals identified in this manual. It is essential that disadvantaged students receive special guidance and educational services necessary to attain the goals. Without these services, disadvantaged students may complete their educational programs without the abilities to select and pursue employment.

There are a number of programs in the State that are providing special guidance services to disadvantaged vocational education students. Vocational evaluation is one of these. Guidance plays an important role in the process of vocational evaluation--a service provided to disadvantaged persons in seven local educational agencies (Allegany, Anne Arundel, Carroll, Frederick, Garrett, Washington, and St. Mary's). Vocational evaluation provides students

with a realistic picture of their abilities, aptitudes, and limitations. The process is concerned with the whole student, the student's scholastic performances, social behavior, medical history, and environment. A report is prepared based on the interpretation of the data gathered during the evaluation process. Counselors work closely with the evaluators and use the reports in helping students plan learning experiences that can help develop students' vocational potentials into specific job capabilities. The follow-up guidance services based on the results of the evaluation process often makes the difference in helping disadvantaged students succeed in vocational education.

Baltimore, Carroll, and Montgomery counties are among those local educational agencies that have found work experience programs combined with self-contained in-school educational programs effective ways to help "turned off" junior and senior high school students become employable. School counselors play important roles in helping students learn about these programs, choose them, obtain placement in them, and succeed in them.

The guidance staff is an important component in the total service needed by these disadvantaged students. They provide direct counseling services to students and consultation and support to teachers who counsel with students as a part of their ongoing classroom and work experience activities.

Pilot programs are being developed to provide support services to disadvantaged students in regular vocational programs. They are viewed as more viable ways of serving most disadvantaged persons than isolating them in separate classes. The guidance component is considered central to the support services team at both the prevocational and vocational levels.

Counseling will be the strategy for determining problems - academic, social, economic, emotional - affecting the students' abilities to succeed in the regular vocational program. Depending on the problem identified, counseling may also be the special service needed for success in their vocational programs.

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